

CHAPTER IV

FINDING & DISCUSSION

1. FINDING

A. The Description of the Data

To know the description of the grammar errors in the students' writing, the writer identify the grammar errors and classify them into 5 aspects: Sentence Pattern, Tenses, Pronoun, Preposition and Spelling and Punctuation. Then the researcher made the reconstruction of the errors' writing which made by 20 students.

Here are the tables which show us the identification, the classification and the reconstruction of the errors which made by 20 students of X a,b,c class with these titles :(African and Asian Elephant, My Beautiful School, My Favorite Teacher

Table 4. 1

NO	Translation	Identification of Errors	Errors Classification	Reconstruction of Errors
1	Gajah adalah hewan besar berwarna abu-abu dan memiliki telinga yang besar dan	Elephant_is large and gray and <u>have</u> big ears and long trunks. If all ... seem the	Tense Sentence pattern	Elephant is large and gray and has big ears and long trunks. If all

<p>batang panjang. Jika semua gajah tampaknya sama untuk kamu, namun jika kita melihat lebih dekat. Ada dua spesies gajah yang biasanya diakui: gajah Afrika dan gajah Asia. Ada beberapa perdebatan tentang berapa subspecies yang mungkin ada. Berikut adalah beberapa cara untuk membedakan gajah di dua daerah tersebut:</p>	<p>same to you, take a closer look. There ... two elephant species that are usually recognized: the African elephant and the Asian elephant. There is some ongoing debate about how many subspecies may exist. Here are a few ways to tell them apart:</p>	<p>Sentence pattern</p>	<p>elephants seem the same to you, take a closer look. There are two elephant species that are usually recognized: the African elephant and the Asian elephant. There is some ongoing debate about how many subspecies may exist. Here are a few ways to tell them apart:</p>
--	--	-------------------------	---

From the table 4. 1, the writer can find the grammar errors in Sentence pattern = 2 errors, Tense = 1 error, Pronoun = 0 error, Preposition = 0 error, Spelling and punctuation = 0 error.

Table 4. 2 (African and Asian Elephant)

NO	Terjemahan	Identification of Errors	Errors Classification	Reconstruction of Errors
2	<p>Gajah-gajah Afrika memiliki telinga yang besar yang berbentuk seperti benua Afrika, baik jantan dan betina memiliki taring yang terlihat, kulit mereka sangat keriput, mereka selalu berinjak-injak, dan akhir gading mereka bisa bercabang bekerja sebagai jari untuk membantu mereka didalam melakukan banyak hal. Gajah Afrika adalah mamalia</p>	<p>African elephants <u>has</u> large <u>ear</u> that are shaped like the continent of Africa, both males and females have visible tusks, their skin is very wrinkly, their back is swayed and the end of their trunk works as if they have two fingers there to help them pick things up. African elephants is the largest mammals on land.</p>	<p>Tense Spelling Punctuation (Comma) Sentence pattern</p>	<p>African elephants have large ears that are shaped like the continent of Africa, both males and females have visible tusks, their skin is very wrinkly, their back is swayed, and the end of their trunk works as if they have two fingers there to help them pick things up. African elephants are the largest</p>

	terbesar di darat.			mammals on land.
--	--------------------	--	--	------------------

From the table 4. 2, the writer can find the grammar errors in Sentence pattern = 0 error, Tense = 1 error, Pronoun = 0 error, Preposition = 0 error, Spelling and punctuation = 2 errors.

Table 4. 3 (African and Asian Elephant)

NO	Translation	Identification of Errors	Errors Classification	Reconstruction of Errors
3	Gajah adalah hewan besar berwarna abu-abu dan memiliki telinga yang besar dan batang panjang. Jika semua gajah tampaknya sama untuk kamu, namun jika kita melihat lebih dekat.	Elephant_are large and gray and <u>have</u> big ears and long trunks. If all <u>elephant</u> seem the same to you, take a closer look. There two elephant species that are	Tense spelling Sentence pattern Punctuation	Elephants is large and gray and have big ears and long trunks. If all elephants seem the same to you, take a closer look. There are two elephant species that are

<p>Ada dua spesies gajah yang biasanya diakui: gajah Afrika dan gajah Asia. Ada beberapa perdebatan tentang berapa subspecies yang mungkin ada. Berikut adalah beberapa cara untuk membedakan gajah di dua daerah tersebut:</p>	<p>usually recognized: <u>the</u> African elephant and the Asian elephant. There is some ongoing debate about how many subspecies may exist. <u>here</u> are a few ways to tell them apart:</p>	<p>usually recognized: the African elephant and the Asian elephant. There is some ongoing debate about how many subspecies may exist. Here are a few ways to tell them apart:</p>
---	---	---

From the table 4. 3, the writer can find the grammar errors in Sentence pattern = 1 error, Tense = 1 error, Pronoun = 0 error, Preposition = 0 error, Spelling and punctuation =2 errors.

Table 4. 4 (African and Asian Elephant)

NO	Terjemahan	Identification of Errors	Errors Classification	Reconstruction of Errors
4	<p>Gajah-gajah Asia memiliki telinga yang lebih kecil, biasanya hanya jantan memiliki taring yang terlihat, kulit mereka tidak keriput seperti gajah Afrika ', mereka hanya memiliki gading yang lurus tidak bercabang. Gajah adalah hewan darat terbesar di bumi. Mereka memiliki hidung panjang sebagai</p>	<p>Asian ilephants have smaller ears, usually only the males have visible tusks, their skin is not as wrinkly as African elephants', they only <u>has</u> one "finger" at the ends of <u>they</u> trunk. Elephant is the largest land animals <u>in</u> Earth. They have characteristic long noses, or trunks; large, floppy ears; and wide, thick legs. There are two</p>	<p>Spelling Sentence pattern Pronoun Sentence pattern Preposition Preposition</p>	<p>Asian elephants have smaller ears, usually only the males have visible tusks, their skin is not as wrinkly as African elephants', they only have one "finger" at the ends of their trunk. Elephants are the largest land animals on Earth. They have characteristic long noses, or trunks; large, floppy ears; and wide, thick legs. There are two species of elephant. The</p>

	<p>karakteristiknya, atau batang gading besar, telinga floppy; dan lebar, kaki tebal. Ada dua spesies gajah. Gajah Asia dan gajah Afrika hidup di benua yang terpisah dan memiliki spesies unik.</p>	<p>species of elephant. The Asian elephant and the African elephant live at separate continents and have many unique features.</p>		<p>Asian elephant and the African elephant live on separate continents and have many unique features.</p>
--	--	--	--	---

From the table 4. 4, the writer can find the grammar errors in Sentence pattern = 2 errors, Tense = 0 error, Pronoun = 0 error, Preposition = 1 error, Spelling and punctuation = 1 error.

Table 4. 5 (African and Asian Elephant)

NO	Terjemahan	Identification of Errors	Errors Classification	Reconstruction of Errors
5	<p>Gajah-gajah Asia memiliki telinga yang lebih kecil, biasanya hanya jantan memiliki</p>	<p>Asian elephants have smaller ears, usually only the males have visible tusks, their skin is</p>		<p>Asian elephants have smaller ears, usually only the males have visible tusks, their skin is</p>

<p>taring yang terlihat, kulit mereka tidak keriput seperti gajah Afrika ', mereka hanya memiliki gading yang lurus tidak bercabang. Gajah adalah hewan darat terbesar di bumi. Mereka memiliki hidung panjang sebagai karakteristiknya, atau batang gading besar, telinga floppy; dan lebar, kaki tebal. Ada dua spesies gajah. Gajah Asia dan gajah Afrika hidup di benua yang terpisah dan memiliki spesies unik</p>	<p>not as wrinkly as African elephants', they only <u>has</u> one "finger" at the ends of <u>their</u> trunk.</p> <p>Elephant is the largest land animals <u>in</u> Earth. They have characteristic long noses, or trunks; large, floppy ears; and wide, thick legs. There are two species of elephant.</p> <p>The Asian elephant and the African elephant live <u>at</u> separate continents and have many unique features.</p>	<p>Sentence pattern Pronoun Sentence pattern Preposition Preposition</p>	<p>not as wrinkly as African elephants', they only have one "finger" at the ends of their trunk.</p> <p>Elephants are the largest land animals on Earth. They have characteristic long noses, or trunks; large, floppy ears; and wide, thick legs.</p> <p>There are two species of elephant.</p> <p>The Asian elephant and the African elephant live on separate continents and have many unique features.</p>
---	--	--	--

From the table 4. 5, the writer can find the grammar errors in Sentence pattern = 2 error, Tense = 5 errors, Pronoun = 1 error, Preposition = 2 errors, Spelling and punctuation = 0 error.

Table 4. 6 (African and Asian Elephant)

NO	Teranslation	Identification of Errors	Errors Classification	Reconstruction of Errors
6	<p>Gajah-gajah Asia memiliki telinga yang lebih kecil, biasanya hanya jantan memiliki taring yang terlihat, kulit mereka tidak keriput seperti gajah Afrika ', mereka hanya memiliki gading yang lurus tidak bercabang.Gajah adalah hewan darat terbesar di bumi. Mereka memiliki hidung panjang</p>	<p>Asia elepants_have smaller ears, usually only the males have visible tusks, their skin is not as wrinkly as African elephants', they only <u>has</u> one "finger" at the ends of <u>their</u> trunk. Elephant is the largest land animals <u>at</u> Earth. They have characteristic long noses, or trunks;</p>	<p>Spelling Sentence pattern Pronoun Sentence pattern Preposition Preposition</p>	<p>Asian elephants have smaller ears, usually only the males have visible tusks, their skin is not as wrinkly as African elephants', they only have one "finger" at the ends of their trunk. Elephants are the largest land animals on Earth. They have characteristic long noses, or</p>

<p>sebagai karakteristiknya, atau batang gading besar, telinga floppy; dan lebar, kaki tebal. Ada dua spesies gajah. Gajah Asia dan gajah Afrika hidup di benua yang terpisah dan memiliki spesies unik</p>	<p>large, floppy ears; and wide, thick legs. There are two species of elephant. The Asian elephant and the African elephant live <u>in</u> separate continents and have many unique features.</p>	<p>trunks; large, floppy ears; and wide, thick legs. There are two species of elephant. The Asian elephant and the African elephant live on separate continents and have many unique features.</p>
---	---	--

From the table 4. 6, the writer can find the grammar errors in Sentence pattern = 2 errors, Tense = 0 error, Pronoun = 1 error, Preposition = 2 errors, Spelling and punctuation = 1 error.

Table 4. 7 (African and Asian Elephant)

NO	Translation	Identification of Errors	Errors Classification	Reconstruction of Errors
7	Gajah adalah hewan besar berwarna abu-abu dan memiliki telinga	Elephant <u>is</u> large and gray and <u>have</u> big ears and long	Tense	Elephants are large and gray and have big ears and long

<p>yang besar dan batang panjang. Jika semua gajah tampaknya sama untuk kamu, namun jika kita melihat lebih dekat.</p> <p>Ada dua spesies gajah yang biasanya diakui: gajah Afrika dan gajah Asia. Ada beberapa perdebatan tentang berapa subspecies yang mungkin ada. Berikut adalah beberapa cara untuk membedakan gajah di dua daerah tersebut:</p>	<p>trunks. If all <u>elephant</u> seem the same to you, take a closer look. There <u>is</u> two elephant species that are usually recognized: the African elephant and the Asian elephant. There is some ongoing debate about how many subspecies may exist. <u>h</u>ere are a few ways to tell them apart:</p>	<p>spelling</p> <p>Sentence pattern</p> <p>Punctuation</p>	<p>trunks. If all elephants seem the same to you, take a closer look. There are two elephant species that are usually recognized: the African elephant and the Asian elephant. There is some ongoing debate about how many subspecies may exist. Here are a few ways to tell them apart:</p>
--	---	--	--

From the table 4. 7, the writer can find the grammar errors in Sentence pattern = 1 error, Tense = 1 error, Pronoun = 0 error, Preposition = 0 errors, Spelling and punctuation = 1 error.

Table 4. 8 (African and Asian Elephant)

NO	Terjemahan	Identification of Errors	Errors Classification	Reconstruction of Errors
8	Gajah-gajah Afrika memiliki telinga yang besar yang berbentuk seperti benua Afrika, baik jantan dan betina memiliki taring yang terlihat, kulit mereka sangat keriput, mereka selalu berinjak-injak, dan akhir gading mereka bisa bercabang bekerja sebagai jari untuk membantu	Elephant_is large and gray and <u>have</u> big ears and long trunks. If all <u>elephant</u> seem the same to you, take a closer look. There <u>is</u> two elephant species that are usually recognized: the African elephant and the Asian	Tense Spelling Sentence pattern Punctuation	African elephants have large ears that are shaped like the continent of Africa, both males and females have visible tusks, their skin is very wrinkly, their back is swayed, and the end of their trunk works as if they have two fingers

mereka didalam melakukan banyak hal. Gajah Afrika adalah mamalia terbesar di darat.	elephant. There is some ongoing debate about how many subspecies may exist. <u>here</u> are a few ways to tell them apart:		there to help them pick things up. African elephants are the largest mammals on land.
---	--	--	---

From the table 4. 8, the writer can find the grammar errors in Sentence pattern = 1 error, Tense = 1 error, Pronoun = 0 error, Preposition = 0 error, Spelling and punctuation = 2 errors.

Table 4. 9 (My Beautiful School)

N0	Terjemahan	Identification of Errors	Errors Classification	Reconstruction of Errors
1	Sekolahku adalah sekolah yang sangat hijau dan indah. Di sana banyak terdapat pohon-pohon yang cukup besar sehingga membuat udara di	My school is a green and <u>beatiful</u> school. There are so many large trees <u>whic</u> make the air around my	Spelling Spelling Punctuation Sentence	My school is a green and beautiful school. There are so many large trees which make the air around my

<p>sekitar sekolahku sangat sejuk dan bersih. Sekolahku sangat besar dengan luas kira-kira sekitar 600 m² dan dikelilingi oleh pagar yang sangat tinggi. Secara keseluruhan sekolahku memiliki 30 bangunan yang terdiri dari 21 ruang kelas, 2 ruang guru, Laboratorium bahasa, ipa, 2 toilet, ruang multimedia dan aula. Bangunan-bangunan tersebut tersusun membentuk persegi panjang dan mengelilingi lapangan yang biasa dipakai</p>	<p>school become very fresh and clean. <u>it is</u> very large with an area around 600 m² and surrounded by high fences. Overall, it <u>have</u> 30 <u>building</u> consist ing of 21 <u>classrooms</u>, 2 teacher <u>room</u>, a language laboratory, a Science Laboratory, 2 toilet, a Multimedia room a nd a Hall. That buildings are</p>	<p>pattern Spelling g Spelling spelling spelling</p>	<p>school become very fresh and clean. It is very large with an area around 600 m² and surrounded by high fences. Overall, it has 30 buildings consist ing of 21 classrooms, 2 teacher rooms, a language laboratory, a Science Laboratory, 2 toilets, a Multimedia room a nd a Hall. Those buildings are</p>
---	---	--	---

sebagai lapangan olahraga dan lapangan upacara.	arranged to form a rectangle and surrounded field in the middle commonly used as sports place and ceremony.		arranged to form a rectangle and surrounded field in the middle commonly used as sports place and ceremony.
---	---	--	---

From the table 4. 9, the writer can find the grammar errors in Sentence pattern = 1 error, Tense = 0 errors, Pronoun = 0 error, Preposition = 0 error, Spelling and punctuation = 8 errors.

Table 4. 10 (My Beautiful School)

N0	Terjemahan	Identification of Errors	Errors Classification	Reconstruction of Errors
2	Saat masuk ke dalam sekolahku, kita akan disambut oleh sebuah baliho yang bertuliskan “mari melangkah maju	When enter my <u>schol</u> , we are <u>greet</u> by billboards that written “Let’s go forward	Spelling Tense	When enter my school, we are greeted by billboard that written “Let’s go forward

	<p>bersama kita” di depan gerbang sekolahku. Di samping pintu gerbang sekolahku terdapat sebuah post keamanan yang berwarna hitam. Post keamanan tersebut di tempati oleh 2 orang satpam yang bertugas menjaga keamanan. Di samping post keamanan terdapat sebuah kolam ikan yang cukup besar yang menambah keindahan sekolahku.</p>	<p>with us” in front of the gate. Beside the gates, there is a black security post. The security post <u>guard with</u> two securities. They are in charge of maintaining security in my school. Beside the security post there is a large fish pond which <u>beutifies</u> I school</p>	<p>Tense Preposition Spelling, pronoun</p>	<p>with us” in front of the gate. Beside the gates, there is a black security post. The security post is guarded by two securities. They are in charge of maintaining security in my school. Beside the security post there is a large fish pond which beautifies my school</p>
--	--	--	---	---

From the table 4. 10, the writer can find the grammar errors in Sentence pattern = 0 error, Tense = 2 errors, Pronoun = 1 error, Preposition = 1 error, Spelling and punctuation = 2 errors.

Table 4. 11 (My Beautiful School)

NO	Terjemahan	Identification of Errors	Errors Classification	Reconstruction of Errors
3	<p>Sekolahku juga memiliki sebuah canteen yang besar. Canteen sekolahku terletak di bagian belakang komplek kelas tepatnya di belakang gedung aula. Di sana banyak menjual makanan-makanan seperti makanan ringan, kue, bakso, mie ayam dan nasi goreng. Meskipun canteen sekolahku menjual berbagai macam makanan, tapi kebersihan selalu</p>	<p>My school also has a large canteen. <u>the</u> canteen is located behind the complex class exactly behind the Hall. My <u>School canteen</u> sell a lot of foods like snacks, cakes, meatballs, fried chicken, rice and noodles. Though they sell a variety of food, my school always maintains the cleanliness.</p>	<p>spelling</p> <p>Punctuation, spelling</p> <p>Punctuation, spelling, tense</p>	<p>My school also has a large canteen . The canteen is located behind the complex class exactly behind the Hall. My School's canteen sells a lot of foods like snacks, cakes, meatballs, fried chicken, rice and noodles. Though they sell a variety of food, my school always maintains the cleanliness.</p>

	terjaga di sekolah kami.			
--	--------------------------	--	--	--

From the table 4. 11, the writer can find the grammar errors in Sentence pattern = 0 error, Tense = 1 error, Pronoun = 0 error, Preposition = 0 error, Spelling and punctuation = 5 errors.

Table 4. 12 (My Beautiful School)

NO	Terjemahan	Identification of Errors	Errors Classification	Reconstruction of Errors
4	Sekolahku adalah sekolah yang sangat hijau dan indah. Di sana banyak terdapat pohon-pohon yang cukup besar sehingga	I school is a green and <u>beautiful</u> school. There are so many large trees whic make the	pronoun Spelling Punctuation Sentence pattern	My school is a green and beautiful school. There are so many large trees which make the

membuat udara di	air around my	Spelling	air around my
sekitar sekolahku	school become	Spelling	school become
sangat sejuk dan bersih.	very fresh	Spelling	very fresh
Sekolahku sangat besar	and clean. <u>it</u> is	spelling	and clean. It is
dengan luas kira-kira	very large with an	spelling	very large with an
sekitar 600 m ² dan	area		area
dikelilingi oleh pagar	around 600 m ² and		around 600 m ² and
yang sangat tinggi.	surrounded		surrounded
Secara keseluruhan	by high fences.		by high fences.
sekolahku memiliki 30	Overall, it <u>have</u>		Overall, it has
bangunan yang terdiri	30 <u>building</u> consist		30 buildings consist
dari 21 ruang kelas, 2	ing		ting
ruang guru,	of 21 <u>classrooms</u> ,		of 21 classrooms,
Laboratorium bahasa,	2 teacher <u>room</u> , a		2 teacher room, a
ipa, 2 toilet, ruang	language		language
multimedia dan aula.	laboratory, a		laboratory, a
Bangunan-bangunan	Science		Science
tersebut tersusun	Laboratory,		Laboratory,
membentuk persegi	2 toilet, a		2 toilets, a
panjang dan	Multimedia room a		Multimedia room a
mengelilingi lapangan	nd a Hall. That		nd a Hall. Those

yang biasa dipakai sebagai lapangan olahraga dan lapangan upacara.	buildings are arranged to form a rectangle and surrounded field in the middle commonly used as sports place and ceremony.		buildings are arranged to form a rectangle and surrounded field in the middle commonly used as sports place and ceremony.
--	---	--	---

From the table 4. 12, the writer can find the grammar errors in Sentence pattern = 0error, Tense = 0 error, Pronoun = 1 error, Preposition = 0 error, Spelling and punctuation = 7 errors.

Table 4. 13 (My Beautiful School)

N0	Terjemahan	Identification of Errors	Errors Classification	Reconstruction of Errors
5	Saat masuk ke dalam sekolahku, kita akan disambut oleh sebuah baliho yang	When enter my <u>schol</u> , we are <u>greet</u> by billboards that written	Spelling Tense	When enter my school, we are greeted by billboard s that written

	<p>bertuliskan “mari melangkah maju bersama kita” di depan gerbang sekolahku. Di samping pintu gerbang sekolahku terdapat sebuah post keamanan yang berwarna hitam. Post keamanan tersebut di tempati oleh 2 orang satpam yang bertugas menjaga keamanan. Di samping post keamanan terdapat sebuah kolam ikan yang cukup besar yang menambah keindahan sekolahku.</p>	<p>“Let’s go forward with us” in front of the gate. Beside the gates, there is a black security post. The security post <u>guard with two</u> securities. They are in charge of maintaining security in my school. Beside the security post there is a large fish pond which <u>beutifies I</u> school</p>	<p>Tense Preposition Spelling, pronoun</p>	<p>“Let’s go forward with us” in front of the gate. Beside the gates, there is a black security post. The security post is guarded by two securities. They are in charge of maintaining security in my school. Beside the security post there is a large fish pond which beautifies my school</p>
--	---	--	---	---

From the table 4. 13, the writer can find the grammar errors in Sentence pattern = 0 error, Tense = 2 errors, Pronoun = 1 error, Preposition = 1 error, Spelling and punctuation = 2 errors.

Table 4. 14 (My Beautiful School)

NO	Terjemahan	Identification of Errors	Errors Classification	Reconstruction of Errors
6	Sekolahku juga memiliki sebuah canteen yang besar. Canteen sekolahku terletak di bagian belakang komplek kelas tepatnya di belakang gedung aula. Di sana banyak menjual makanan-makanan seperti makanan ringan, kue, bakso, mie ayam dan nasi goreng. Meskipun	My school also has a large canteen . <u>the</u> canteen is <u>locat</u> behind the complex class exactly behind the Hall. My School canteen sell a lot of foods like snacks, cakes, meatballs, fried chicken, rice and noodles. Though	tense Punctuation, spelling Punctuation, spelling, tense	My school also has a large canteen. The canteen is located behind the complex class exactly behind the Hall. My School's canteen sells a lot of foods like snacks, cakes, meatballs, fried chicken, rice and noodles. Though

canteen menujal macam makanan, tapi kebersihan terjaga di sekolah kami	sekolahku berbagai selalu	they sell a variety of food, my school always maintains the cleanliness.		they sell a variety of food, my school always maintains the cleanliness
--	---------------------------------	---	--	--

From the table 4. 14, the writer can find the grammar errors in Sentence pattern = 0 error, Tense = 2errors, Pronoun = 0 error, Preposition = 0 error, Spelling and punctuation = 4 errors.

Table 4. 15 (My Favorite Teacher)

NO	Terjemahan	Identification of Errors	Errors Classification	Reconstruction of Errors
1	Aku memiliki seorang guru favorit di sekolah. Dia adalah pak bambang guru bahasa inggrisku. Pak Bambang masih muda. Umurnya kira-kira masih 30 tahun. Namun, Pak ambang	I have a favorite teacher in my school. He is Mr. Bambang. He is my English teacher. He__still young. His age is approximately 30	Sentence pattern Spelling, Sentence pattern Pronoun	I have a favorite teacher in my school. He is Mr. Bambang. He is my English teacher. He is still young. His age is approximately 30

<p>adalah orang yang tegas dan disiplin. Meskipun wajahnya cukup menyeramkan, hatinya sangatlah baik. Pak bambang memiliki rambut pendek yang selalu terlihat rapih. Dia selalu menggunakan kaca mata untuk menutupi matanya yang lebar. Pak bambang memiliki kumis yang cukup panjang dan janggut yang lumayan lebat. Para pelajar wanita di sekolahku sangat menyukai pak bambang. Menurut</p>	<p><u>year</u>. However, He the strict and discipline person. Though <u>he</u> face is quite creepy, his heart is very good. He has short hair that always looks neat. He's always <u>wear</u> glasses to cover <u>he</u> wide eyes. He also has long mustache and beard fairly dense. All female <u>student</u> in my school really like him. According to them, He <u>cool</u> and</p>	<p>Tense Pronoun Spelling Sentence pattern</p>	<p>years. However, He is the strict and discipline person. Though his face is quite creepy, his heart is very good. He has short hair that always looks neat. He's always wearing glasses to cover his wide eyes. He also has long mustache and beard fairly dense. All female students in my school really like him. According to them, He is cool and macho man with a pointy nose</p>
--	--	--	--

	mereka pak bambang adalah pria yang keren dan macho dengan hidungnya yang mancung dan kulitnya yang putih.	macho man with a pointy nose and white skin.		and white skin.
--	---	--	--	-----------------

From the table 4. 15, the writer can find the grammar errors in Sentence pattern = 3errors, Tense = 1 error, Pronoun = 2 errors, Preposition = 0 error, Spelling and punctuation = 2 errors.

Table 4. 16 (My Favorite Teacher)

NO	Terjemahan	Identification of Errors	Errors Classification	Reconstruction of Errors
----	------------	-----------------------------	--------------------------	-----------------------------

2	<p>Pak bambang sangat baik terhadap anak muridnya. Dia selalu memberikan saran-saran atau pendapat yang logis saak kita butuhkan. Pak bambang telah membuat semua anak muridnya menyukai pelajaran bahasa inggris. dia sangat pintar menciptakan suasana kelas yang tenang dan nyaman. Pak bambang selalu memiliki ide-ide terbaru dalam hal mengajar. Menurutku dia adalah orang yang sangat kreatif dan</p>	<p>He is very good to he students. He always gives logic advice or opinions when we need <u>he</u> help. He has make all <u>he</u> students love learning English language because he is very smart to create quiet and comfortable atmosphere in classroom. He always has the latest ideas in teaching. I think he is a very creative and innovative teacher. His warm personality made</p>	<p>Pronoun Pronoun,tense Pronoun,tense spelling punctuation</p>	<p>He is very good to his students. He always gives logic advice or opinions when we need his help. He has made all his students loved learning English language because he is very smart to create quiet and comfortable atmosphere in classroom. He always has the latest ideas in teaching. I think he is a very creative and innovative teacher. His warm personality made</p>
---	---	--	--	--

	<p>innovative. Yang membuat dia menjadi guru terfavorite adalah kepribadiannya yang hangat. Pak bambang pintar bergaul dan berbicara di depan orang banyak. Setiap orang yang berada di dekatnya akan merasa nyaman dengan kepribadiannya</p>	<p>him the most <u>favurite</u> teacher. He is good in making friend and talking in front of the crowd. <u>every</u> person who is close to him will feel comfortable because of his personality.</p>		<p>him the most favorite teacher. He is good in making friend and talking in front of the crowd. Every person who is close to him will feel comfortable because of his personality.</p>
--	---	---	--	---

From the table 4. 16, the writer can find the grammar errors in Sentence pattern = 0 error, Tense = 2 errors, Pronoun = 3 errors, Preposition = 0 error, Spelling and punctuation = 2 errors.

Table 4. 17 (My Favorite Teacher)

NO	Translation	Identification of Errors	Errors Classification	Reconstruction of Errors

3	<p>Selama dia mengajar ku.pak bambang tidak pernah telat atau tidak masuk kelas. Dia sangat rajin pergi kesekolah, meskipun begitu kehadirannya memang selalu ditunggu tunggu oleh para siswanya. Tidak seperti kebanyakan guru yang lain pak bambang sangat bershabat dengan anak muridnya. Dia senang bergaul dengan kami. Meskipun begitu kami tetap menghormatinya sebagai guru kami. Andai semua guru bisa seperti pak bambang pasti semua siswa sangat suka pergi kesekolah.</p>	<p>During he <u>teach</u> us. He is never late or do not go to class. He is very <u>diligen</u> to go to school, even though his coming is always eagerly awaited <u>with</u> the students. Unlike most other teachers He is very friendly with his students. He is happy to hang out with us. Nevertheless we still respect him as our teacher. if all teachers like <u>He</u>, I am sure all the students really like to go to school.</p>	<p>Tense Spelling Preposition Punctuation Pronoun</p>	<p>During he teaches us. He is never late or do not go to class. He is very diligent to go to school, even though his coming is always eagerly awaited by the students. Unlike most other teachers He is very friendly with his students. He is happy to hang out with us. Nevertheless we still respect him as our teacher. If all teachers like him, I am sure all the students really like to go to school.</p>
---	--	--	---	--

From the table 4. 17, the writer can find the grammar errors in Sentence pattern = 0 error, Tense = 1 error, Pronoun = 1 error, Preposition = 1 error, Spelling and punctuation = 2 errors.

Table 4. 18 (My Favorite Teacher)

NO	Terjemahan	Identification of Errors	Errors Classification	Reconstruction of Errors
4	<p>Aku memiliki seorang guru favorite di sekolah. Dia adalah pak bambang guru bahasa inggrisku. Pak Bambang masih muda. Umurnya kira-kira masih 30 tahun. Namun, Pak bambang adalah orang yang tegas dan disiplin. Meskipun wajahnya cukup menyeramkan, hatinya sangatlah baik. Pak bambang memiliki rambut pendek yang selalu terlihat rapih. Dia selalu menggunakan kaca mata untuk</p>	<p>I have a favurite teacher in my school. He is Mr. Bambang. He is my English teacher. He__still young. His age is approximately 30 <u>year</u>. However, He ___ the strict and discipline person. Though <u>he</u> face is quite creepy, his heart is very good. He has short hair that always looks neat.</p>	<p>spelling Sentence pattern Spelling Sentence pattern Pronoun Tense Pronoun Spelling Sentence</p>	<p>I have a favorite teacher in my school. He is Mr. Bambang. He is my English teacher. He is still young. His age is approximately 30 years. However, He is the strict and discipline person. Though his face is quite creepy, his heart is very good. He has short hair that always looks neat. He's always wearing glasses to cover his wide eyes.</p>

<p>menutupi matanya yang lebar. Pak bambang memiliki kumis yang cukup panjang dan janggut yang lumayan lebat. Para pelajar wanita di sekolahku sangat menyukai pak bambang. Menurut mereka pak bambang adalah pria yang keren dan macho dengan hidungnya yang mancung dan kulitnya yang putih.</p>	<p>He's always <u>wear</u> glasses to cover <u>him</u> wide eyes. He also has long mustache and beard fairly dense. All female <u>student</u> in my school really like him. According to them, He ___cool and macho man with a pointy nose and white skin.</p>	<p>pattern</p>	<p>He also has long mustache and beard fairly dense. All female students in my school really like him. According to them, He is cool and macho man with a pointy nose and white skin.</p>
--	--	----------------	---

From the table 4. 18, the writer can find the grammar errors in Sentence pattern = 3 errors, Tense = 1 error, Pronoun = 1 error, Preposition = 0 error, Spelling and punctuation = 3 errors.

Table 4. 19 (My Favorite Teacher)

NO	Terjemahan	Identification of Errors	Errors Classification	Reconstruction of Errors
5	<p>Pak bambang sangat baik terhadap anak muridnya. Dia selalu memberikan saran-saran atau pendapat yang logis saak kita butuhkan. Pak bambang telah membuat semua anak muridnya menyukai pelajaran bahasa inggris. dia sangat pintar menciptakan suasana kelas yang tenang dan nyaman. Pak bambang selalu memiliki ide-ide terbaru dalam hal mengajar. Menurutku</p>	<p>He is very kind to his student. He <u>elways</u> gives logic advice or opinions when we need his help. He has make all <u>his</u> students love learning English language because he is very smart to create quiet and comfortable atmosphere in classroom. <u>he</u> always has the latest ideas in teaching. I think he</p>	<p>Spelling tense tense punctuation spelling punctuation</p>	<p>He is very good to his students. He always gives logic advice or opinions when we need his help. He has made all his students loved learning English language because he is very smart to create quiet and comfortable atmosphere in classroom. He always has the latest ideas in teaching. I think he is a very creative and innovative teacher. His warm personality</p>

<p>dia adalah orang yang sangat kreatif dan innovative. Yang membuat dia menjadi guru terfavorite adalah kepribadiannya yang hangat. Pak bambang pintar bergaul dan berbicara di depan orang banyak. Setiap orang yang berada di dekatnya akan merasa nyaman dengan kepribadiannya</p>	<p>is a very creative and innovative teacher. His warm personality made him the most <u>favourite</u> teacher. He is good in making friend and talking in front of the crowd. <u>e</u>very ,person who is close to him will feel comfortable because of his personality.</p>	<p>made him the most favorite teacher. He is good in making friend and talking in front of the crowd. Every person who is close to him will feel comfortable because of his personality.</p>
--	--	--

From the table 4. 19, the writer can find the grammar errors in Sentence pattern = 0 error, Tense = 2 errors, Pronoun = 0 error, Preposition = 0 error, Spelling and punctuation = 4 errors.

Table 4. 20 (My Favorite Teacher)

NO	Terjemahan	Identification of Errors	Errors Classification	Reconstruction of Errors
6	Selama dia mengajar ku. pak bambang tidak pernah telat atau tidak masuk kelas. Dia sangat rajin pergi kesekolah, meskipun begitu kehadirannya memang selalu ditunggu tunggu oleh para siswanya. Tidak seperti kebanyakan guru yang lain pak bambang sangat bershabat dengan anak muridnya. Dia senang bergaul dengan kami. Meskipun begitu kami tetap menghormatinya sebagai guru kami. Andai semua	During he <u>teaches</u> us. He is never late or do not go to class. He is very <u>diligen</u> to go to school, even though his coming is always eagerly awaited <u>with</u> the students. Unlike most other teachers He is very friendly with his students. He is happy to hang out with us. Nevertheless we still respect him as our teacher. if all	Tense Spelling Preposition Punctuation Pronoun	During he teaches us. He is never late or do not go to class. He is very diligent to go to school, even though his coming is always eagerly awaited by the students. Unlike most other teachers He is very friendly with his students. He is happy to hang out with us.

	guru bisa seperti pak bambang pasti semua siswa sangat suka pergi ke sekolah.	teachers like <u>He</u> , I am sure all the students really like to go to school.	Nevertheless we still respect him as our teacher. If all teachers like Him, I am sure all the students really like to go to school.
--	---	---	---

From the table 4. 20, the writer can find the grammar errors in Sentence pattern = 1 error, Tense = 3 errors, Pronoun = 0 error, Preposition = 1 error, Spelling and punctuation = 2 errors.

According to the description above, we can count the students errors into their classification of errors. And here is the tabulation of errors:

Table 4. 21 (Errors classification)

Student	Errors classification
----------------	------------------------------

s	Sentence Pattern	Tense s	Pronou n	Prepositio n	Spelling and punctuatio n	
1	2	1	-	-	-	3
2	-	1	-	-	2	3
3	1	1	-	-	2	4
4	2	-	-	1	1	4
5	2	5	1	2	-	10
6	2	-	1	2	1	6
7	1	1	-	-	1	3
8	1	1	-	-	2	4
9	1	-	-	-	8	9
10	-	2	1	1	2	6
11	-	1	-	-	5	6
12	-	-	1	-	7	8
13	-	2	1	1	2	6
14	-	2	-	-	4	6
15	3	1	2	-	2	8
16	-	2	3	-	2	7
17	-	1	1	1	2	5

18	3	1	1	-	3	8
19	-	2	-	-	4	6
20	1	3	-	1	2	7
	21	27	12	9	52	12
						1

And here are the percentages of students' grammar errors:

a. Sentence Pattern

$$\text{Students' correct} : \frac{9}{20} \times 100\% = 45\%$$

$$\text{Students' error} : \frac{11}{20} \times 100\% = 55\%$$

b. Tenses

$$\text{Students' corrects} : \frac{4}{20} \times 100\% = 20\%$$

$$\text{Students' errors} : \frac{16}{20} \times 100\% = 80\%$$

c. Pronoun

$$\text{Students' corrects} : \frac{11}{20} \times 100\% = 55\%$$

20

Students' errors : $\frac{9}{20} \times 100\% = 45\%$

20

d. Preposition

Students' corrects : $\frac{13}{20} \times 100\% = 65\%$

20

Students' errors : $\frac{7}{20} \times 100\% = 35\%$

20

e. Punctuation and Spelling

Students' corrects : $\frac{2}{20} \times 100\% = 10\%$

20

Students' errors : $\frac{18}{20} \times 100\% = 90\%$

20

Table 4. 22 (Frequency of Errors)

Grammar errors	Frequency of wrong answer	Percentage
Sentence Pattern	11	55%
Tense	16	80%
Pronoun	9	45%

Preposition	7	35%
Spelling and Punctuation	18	90%

B. DISCUSSION

In preceding explanation, the data are taken from students' writing. The researcher classified the students' grammatical errors in Descriptive text. Then the researcher only focused on five areas: Sentence Pattern (subject and verb), Tenses, Pronoun, Preposition, Punctuation and Spelling.

Here are the explanations about the calculation and interpretation of the data:

1. Sentence Pattern

From 20 students who became the sample, there were 11 students made errors in sentence pattern with the percentage 55%. The writer assumed that this error caused by the *Mother Tongue Interference* or error resulting from the transfer of grammatical and stylistic elements from the source language to the target language.

We can classify the errors in Sentence Pattern as the errors in *Omission* because the students sometimes forget to put the subject or the verb whereas it is very important in making a sentence. The example of Sentence Pattern:

He__ the strict and discipline person. (Is)

He__still young.. (is)

2. Tense

Tense error is committed by the first grade students in MAN 3 Amunatai. From 20 students who became the sample, there were 16 students made errors in Tense with the percentage 80%. And only 4 student was true in this area. The writer assumed that the errors in Tense also happened because of *Translation* means a student translates his first language sentence or idiomatic expression in to the target language word by word. Indonesian language does not have grammar rules and it's different with English.

We can classify the errors in tense as the errors in *Omission*. Certain linguistic forms may be omitted by the learners because of their complexity in production. Omission also occurs in morphology for example the present tense nominal inflection tobe am,is,are.

The examples of Tense Errors:

Elephant_are large and gray and have big ears and long trunks) is/has

3. Pronoun

There were 9 students made errors with the percentage 45% or 9 students were true in using Pronoun in their writing. A pronoun is a word that is used in the place of a noun or noun phrase. Pronoun errors happened because of *Overgeneralization* that is an error caused by extension of target language rules to areas where they do not apply.

We can classify the errors in Pronoun as the errors in *Selection* because the students still confuse to choose and to use the word to be the right pronoun. The examples of Pronoun:

they only have one "finger" at the ends of they trunk (their)

if all teachers like He, (him)

4. Preposition

There were 7 students made errors in Preposition with the percentage 35 % in Preposition when they were translating descriptive text. Preposition errors also happened because of *Overgeneralization* that is an error caused by extension of target language rules to areas where they do not apply. Prepositions are usually quite short and significant looking, but they have very important functions to link a noun to another word.

We can classify the errors in Preposition as the errors in *Omission* because the students commonly omit the preposition' words such as at, of, in, for, by, etc.

The examples of Preposition errors:

African elephant live in separate continents and have many unique features.
(on)

5. Spelling and Punctuation

There were 90% or 18 students made errors in Spelling and Punctuation. The errors in spelling and punctuation occurred because of the *Carelessness* when the students wrote because most of the students did not aware about the spelling of the word and which word they should use the true punctuation. We can classify the errors in Spelling and Punctuation as the errors in *Selection* because the students made errors in writing the word to be the right spelling and sometimes they didn't aware to select or to use the punctuation mark. The examples of spelling and punctuation errors:

His warm personality made him the most favurite teacher.) (favorite),

He is very diligen... to go to School (dilligent)

.every person who is close to him, will feel comfortable because of his personality.(without comma).

Based on the result finding & Discussion above, the researcher verified data based on theories of the research. Here, the researcher compared the research findings with the theories that used in this research. The theories in this research focused on kinds of error and cause of error in error analysis theory.

According to Corder in Ellis' book the procedure for analyzing learner errors includes the following steps:

1. Collecting a sample of learner language. It provides the data for the EA (Error Analysis). The researcher needs to be aware that the nature of the sample that is collected may influence the nature and distribution of the errors observed.
2. Identification of errors. It involves a comparison between what the learner has produced and what a native speaker counterpart would produce in the same context. The basic procedure is as follows:
 - a. Prepare a reconstruction of the sample as this would have been produced by the learner's native speaker counterpart.
 - b. Assume that every utterance/ sentence produced by the learner is erroneous and systematically eliminate those that an initial comparison with the native speaker sample shows to be well-formed. Those utterances/ sentences remaining contain errors.
 - c. Identify which parts of each learner utterance/ sentence differs from the reconstructed version.

3. Description of errors. It is essentially a comparative process, the data being the original erroneous utterances and the reconstructed utterance.
4. Explanation of errors. Accounting for why how an error was made is the important step in trying to understand the processes of SLA (Second Language Acquisition).
5. Error evaluation. It involves determining the gravity of different errors with a view to deciding which ones should receive instruction. The following steps for evaluation study are: a. Select the errors to be evaluated. b. Decide the criterion on which the errors are to be judged. c. Prepare the error evaluation instrument. d. Choose the judges. (Rod Ellis, 2005, p56-67)

According to Corders' opinion in Ellis book above, the steps of doing error analysis are collecting the data from the students, work, the next is identifying where the error is, then describing the error based on their classification, after that explaining error by taking possibility of why and how it happen, and the last is evaluating it.

In addition, Gass and Selinker stated that "A great deal of the work on error analysis was carried out within the context of the classroom. The goal was clearly one of pedagogical remediation. There are a number of steps taken in conducting an error analysis (Susan M. Gass, 2001, p. 79)

1. Identify errors, what is the error (e.g. incorrect sequence of tenses, wrong verb form, etc).
2. Classify errors. Is it an error of Tense? Is it an error in sentence pattern?
3. Quantify errors. How many errors of Tense occur?
4. Analysis of source/causes.
5. Remediation. Based on the kind and frequency of an error type, pedagogical intervention is carried out.

Sentence Pattern /Subject is the word that tells you who or what performed the action of the verb. (Kreml,2004,p42). Almost all English sentences contain a subject (S) and a verb (V). The verb may or may not be followed by an object (O). This means that the Subject comes before the Verb, which comes before the Verb is a word or phrase that describes an action, condition or experience. (Cambridge 3rd edition). Verbs that are not followed by an object are called “intransitive verbs.” Common intransitive verbs: agree, arrive, come, cry, exist, go, happen, live, occur, rain, rise, sleep, stay, walk. Verbs that are followed by an object are called “transitive verb.” Common transitive verbs: buikd, cut, find, like, make, need, send, use, want. Some verbs can be either intransitive or transitive. Transitive; *A student studied.* Intransitive; *A student studied books.* Subjects and objects of verbs are nouns

(or pronouns). Examples of nouns: person, place, thing, John, pen, Asiam information, appearance). (Betty Azar,1999,p.A1).

Tense in English identifies when an event happens or describes a state. The simple past indicates that an activity or situation began and ended at a particular time in the past. We use past tense to describe and narrate an event or situation that occurred in the past and is over.

pronoun is a word that is used in the place of a noun or noun phrase. Usually when a noun or noun phrase has been used once, a pronoun is used to avoid repetition of the same noun or noun phrase. Third person pronouns, example words that represent people or things other than the speaker/writer and the listener/reader.

Singular : *he, him, his, she, her, it, its*

Plural : *they, them, their, theirs (Kam,p.198-199)*

Preposition have been called the biggest little words in English. They are usually quite short and significant looking, but they have very important functions. Prepositions are always followed by nouns (or pronouns). They are connective words that show the relationship between the nouns following them and one of the basic sentence element: subject, verb, object, or compliment. They usually indicate relationships, such as position, place, direction time, manner,

agent, possession, and condition, between their objects and other parts of the sentence.

Punctuation is the use of special marks that you add to writing to separate phrases and sentences, to show that something is a question, etc. Punctuation is not something you impose upon a sentence after you have written it out. Commas, semicolons, and the other marks are an intimate part of grammar and style. To write well, you must punctuate well; but to punctuate well, you must also write well. (Thomas,p.379-380).Punctuation mark used in punctuation, for example: full stops/periods, commas, semicolon, question mark, apostrophe, capitalization, etc.

Norrish classifies causes of error into three types that is carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below.

1. *Carelessness*. It is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.
2. *First language*. Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference”.

2. *Translation*. It is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error. (Norrish,p.21-26.)

Another expert who discusses the sources of error is Richards in Schumann and Stenson in his article “Error Analysis and Second language Strategies”. He classifies sources of errors into six points:

1. *Interference*, that is an error resulting from the transfer of grammatical and/or stylistic elements from the source language to the target language.
2. *Overgeneralization*, that is an error caused by extension of target language rules to areas where they do not apply.
3. *Performance error*, that is unsystematic error that occurs as the result of such thing as memory lapses, fatigue, confusion, or strong emotion.
4. *Markers of transitional competence*, that is an error that results from a natural and perhaps inevitable development sequence in the second language learning process (by analogy with first language acquisition)
5. *Strategy of communication and assimilation* that is an error resulting from the attempt to communicate in the target language without having completely acquired the grammatical form necessary to do so

6. *Teacher-induced error* that is an error resulting from pedagogical procedures contained in the text or employed by the teacher. (Richards, p.32)

According to Corder, errors divided into four categories: omission of some required element, addition of some necessary or incorrect element, selection of an incorrect element, and miss-ordering of element. And here are the explanations:

1. Omission

Certain linguistic forms may be omitted by the learners because of their complexity in production. Omission also occurs in morphology.

Learners often leave out the third person singular morpheme –s, the plural marker –s and the past tense inflection –ed. A learner could say, for example: “I watch the movie last night”. Instead of: “I watched the movie last night”.

2. Addition

Learners not only omit elements which they regard as redundant but they also add redundant element.

3. Selection

Learners commit errors in pronunciation, morphology, syntax and vocabulary due to the selection of the wrong, phoneme, morpheme, structure or vocabulary item. For example: “Fika is smartest than Femy”.

Instead of “Fika is smarter than Femy”.

4. Ordering

Miss-ordering can occur in morphological level. Miss-ordering of bound morpheme in English is perhaps less frequent, given their limited number, but in the example “He is got upping now”, the learners attaches the inflection –ing to the particle of the two words verb “get up”. (Lengo.1995)